

**Minutes  
Committee on Academic Affairs and Licensing  
January 9, 2014**

**Members Present**

Dr. Bettie Rose Horne, Chair  
Admiral Charles Munns  
Ms. Natasha Hanna  
Ms. Leah Moody, via teleconference

**Members Absent**

Mr. Kim Phillips

**Staff Present**

Ms. Laura Belcher  
Ms. Saundra Carr  
Ms. Julie Carullo  
Ms. Renea Eshleman  
Ms. Lane Goodwin  
Dr. Paula Gregg  
Ms. Trena Houpp  
Dr. MaryAnn Janosik  
Ms. Edna Strange  
Dr. Rick Sutton  
Dr. Karen Woodfaulk

**Guests**

Ms. Beth Bell, Clemson University  
Ms. Marcia Berry, S.C. Dept. of Education  
Dr. J. Ralph Byington, Coastal Carolina University  
Dr. Beth Costner, Winthrop University  
Mr. Jimm Cox, U.S.C. Upstate  
Dr. Lee Crandall, Clemson University  
Mr. Tim Drueke, Winthrop University  
Dr. W. Franklin Evans, S.C. State University  
Dr. Kris Finnigan, U.S.C. Columbia  
Dr. Clif Flynn, U.S.C. Upstate  
Dr. Stephanie Frazier, S.C. Technical College System  
Dr. Gordon Haist, U.S.C. Beaufort  
Dr. Debra Jackson, Clemson University  
Dr. Ed Jadollah, Coastal Carolina University  
Dr. Clifton Jones, U.S.C. Aiken  
Dr. Rose Kearney-Nunnery, U.S.C. Beaufort

Dr. Karen Kemper, Clemson University  
Dr. Keith Kirkwood, M.U.S.C.  
Dr. Learie Luke, S.C. State University  
Dr. Emily Moore, M.U.S.C.  
Dr. Martha Moriarty, U.S.C. Beaufort  
Dr. Angela Mund, M.U.S.C.  
Dr. Jeff Priest, U.S.C. Aiken  
Dr. Judith Salley, S.C. State University  
Dr. David Scott, S.C. State University  
Dr. Richard Segal, M.U.S.C.  
Dr. Darlene Shaw, M.U.S.C.  
Dr. Nur Tanyel, U.S.C. Upstate  
Dr. Cindy Van Buren, S.C. Dept. of Education  
Dr. Alan Warren, U.S.C. Beaufort  
Mr. James Weaver, ECPI University

**1. Introductions**

Dr. Horne called the meeting to order at 1:02 p.m. and stated the meeting was being held in compliance with the Freedom of Information Act.

**2. Consideration of Minutes of September 5, 2013, and November 22, 2013**

Dr. Horne requested a motion to accept the minutes of the September 5, 2013, and November 22, 2013, meetings as distributed. The motion was **moved** (Munns) and **seconded** (Hanna), and the Committee **voted unanimously to accept the minutes as distributed.**

### **3. Consideration of New Program Proposals**

Dr. Horne commented generally on the proposals and praised the institutions for the efforts they have made to emphasize assessments over the years. She then explained her hope for another emphasis for the institutions to pursue. She informed the Committee and the institutions present of the increasing pressure from the legislature to show employment opportunities for higher education programs. She stressed that institutions must provide a very clear local and state need for proposed programs as well as to explain how graduates will fill specific available job positions. She added that proposals which only include a national reference to job opportunities will be considered underdeveloped and will be open to more scrutiny by the Committee.

#### **a. Clemson University, M.S.-Ph.D., Applied Health Research and Evaluation**

Dr. Horne introduced the item and the Committee **moved** (Hanna) and **seconded** (Munns) a motion to accept the staff's recommendation for approval. Dr. Jackson described the proposed program as one which will enable Clemson to work more closely with the Greenville Hospital System and the USC School of Medicine. Dr. Crandall explained the origins of the program and stated the program will fill a niche of training individuals to work with clinicians in healthcare system analysis. He stated that the ultimate goal of the program is to use analytics improve healthcare delivery. Dr. Kemper added that this program will allow Clemson to build upon the success of the undergraduate program in Health Science. She stated the program helps to bridge academics and practitioners. Dr. Crandall also stated that the program has external advisory committee which consists of individuals from academia, government health units, healthcare delivery sector, and private consultants.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 1 of Attachment A.](#)]

Dr. Horne commented that she would have expected this type of program to originate with MUSC or USC. Dr. Jackson responded that Clemson does not have a medical school but does have successful health-related programs in the College of Health Education and Human Development, including advanced degrees in nursing and in the biomedical field. She explained that the program will be served by the partnership with the USC School of Medicine in Greenville, which will add a medical school layer of expertise.

Dr. Horne asked Clemson to provide more information about South Carolina labor statistics in regards to potential employment opportunities for graduates. Dr. Crandall answered that Clemson could garner workforce needs from employers such as the Greenville Hospital System. Dr. Jackson stated that it is difficult to anticipate the available jobs at the time of student graduation. She informed the Committee that the e-tracker provided by CHE last year was very helpful and she expressed hope that CHE will be able to provide that type of employment data again. She also recounted a conversation with Ms. Camille Brown who stated that funds are not available this year for that project. Dr. Horne encouraged staff to request funds to provide that information.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Science and a Doctor of Philosophy degree

in Applied Health Research and Evaluation at Clemson University to be implemented in Fall 2014.

**b. Coastal Carolina University, Ed.S., Educational Leadership**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Byington explained that the Commission recently approved a change in Coastal's mission statement to offer specialist degrees in anticipation of the proposed program. Dr. Jadallah explained that Coastal currently has a strong Master's program in Education Leadership which prepares graduates for administrative roles. He added that the proposed specialist degree is the next logical step and will allow administrators to stay current with recent education reforms and trends while also being trained for potential superintendence positions.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 5 of Attachment A.](#)]

Dr. Horne expressed her support for the program and specifically thanked Coastal for its use of data in the proposal. Dr. Horne asked whether Coastal is considering the creation of a Doctorate in Education degree. Dr. Byington answered affirmatively and stated that there is a regional five-county need for such a program.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Education Specialist degree in Educational Leadership at Coastal Carolina University to be implemented in Fall 2014.

**c. Medical University of South Carolina, D.N.A.P., Post-Baccalaureate, Entry to Practice**

Dr. Horne introduced the item, and the Committee **moved** (Hanna) and **seconded** (Munns) a motion to accept the staff's recommendation for approval. Dr. Shaw explained that MUSC currently has a fully accredited Master's program in Nurse Anesthesia. She explained that the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requires accredited nurse anesthesia programs to grant doctoral degrees beginning in 2022. This change in requirement was a result of a 2011 Future of Nursing Report from the Institute of Medicine which emphasized the need to educate nurses and advanced practice registered nurses (APRN) at higher levels to meet today's healthcare challenges. Dr. Segal informed the Committee that the program will be housed in the Department of Health Leadership of the College of Health Sciences. Dr. Mund explained that benefits of clinical doctorates in nursing include skills of leadership, analytics, and informatics.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 6 of Attachment A.](#)]

Admiral Munns also asked whether an institution or the Commission has the ability to question the increase in requirements of an accrediting body. Dr. Janosik explained that the movement in professional areas to be accredited by an outside body is based on the importance of knowledge consistency. She stated that an accrediting body of a certain field examines the growth and

movement of the industry and takes steps towards strengthening the field and therefore the practitioners by requiring necessary educational degrees. Dr. Mund clarified that in this specific case, the initiative towards doctoral degrees was driven by the Deans of Colleges of Nursing and the accrediting body followed the advice of the Deans' group.

Ms. Hanna asked whether an adequate number of jobs in the field will be available to graduates. Dr. Mund answered affirmatively. Dr. Horne expressed her support for the program's plan for tracking graduate employment.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Doctor of Nurse Anesthesia Practice, Post-Baccalaureate Entry to Practice, at the Medical University of South Carolina to be implemented in Summer 2018.

#### **d. Medical University of South Carolina, D.N.A.P., Post-Master's, Completion**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Shaw explained that the rationale behind the proposed program is the same as the Post-Baccalaureate, Entry to Practice degree. [See discussion above.]

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 7 of Attachment A.](#)]

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Doctor of Nurse Anesthesia Practice, Post-Master's, Completion at the Medical University of South Carolina to be implemented in Summer 2015.

#### **e. Medical University of South Carolina, M.S., Oral Sciences**

Dr. Horne introduced the item, and the Committee **moved** (Hanna) and **seconded** (Munns) a motion to accept the staff's recommendation for approval. Dr. Kirkwood summarized various successful dental-related programs at MUSC. He then explained that the proposed program's target audience is international dentists who are not allowed to practice in the U.S. without a U.S. dental degree. He stated that the program will help these dentists with matriculating to a Ph.D. degree or a U.S. dental program and the program will also create opportunities for students who barely missed admission into dental school.

Dr. Horne asked what percentage of graduates will go onto dental school from this degree. Dr. Kirkwood answered approximately 50%. Dr. Horne asked about the need for dentists. Dr. Kirkwood responded that there is a national shortage of dentists.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science degree in Oral Sciences at the Medical University of South Carolina to be implemented in Fall 2015.

**f. South Carolina State University, M.S., Bioengineering Science**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Evans explained that the goal of the program is to provide the bridge between undergraduate studies and advanced professional degree programs or successful employment placement. He stated that the program is a collaboration between USC, Clemson, and MUSC and will provide students an in-state opportunity for a graduate degree. He shared that the University hopes to increase the number of minority students in the STEM fields.

Admiral Munns asked about the costs of eighteen new courses and more specifically whether the University has the resources to cover these costs. Dr. Evans responded that the courses have already been developed and there will be no additional costs regarding these courses. Admiral Munns asked about the reallocation of funds regarding a few faculty members. Dr. Luke explained that biology faculty who currently teach undergraduate courses will be recruited to teach in this program and the University will hire adjunct professors to teach the undergraduate courses. Admiral Munns then asked whether the undergraduate program will remain the same. Dr. Luke answered affirmatively and stated that adjunct professors must meet SACS requirements. Admiral Munns also asked whether tuition will be increased as a result of this program. Dr. Luke answered that tuition will not be increased.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science degree in Bioengineering Science at South Carolina State University to be implemented in Fall 2014.

**g. University of South Carolina Aiken, M.B.A.**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Priest explained that the idea for the program came in part from a visioning survey of University employees and students as well as community constituents in 2012. He stated that one of the goals that emerged from the survey was to create new programs, and after faculty created 15 ideas for new programs, consultants were hired to determine the most strategic programs to pursue. He informed the Committee that the proposed program was among the chosen strategic programs. He explained that the target audience for the program is individuals in the area who want to pursue a business degree even though their education and current careers are more focused in the STEM fields. He added that the program offers another track to those individuals with undergraduate degrees in the humanities.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 8 of Attachment A.](#)]

Dr. Horne questioned the name of the program and asked how the University plans to market it to the target audience. Dr. Priest responded that concern about an earlier name centered on prospective students and employers of graduates not understanding that the degree is a MBA. He stated that the marketing campaign for the program will highlight the unique tracks.

Dr. Horne expressed concern about the proposal's description of job opportunities and asked the University for more specific information. Dr. Priest responded that the Savannah River Site

supports the program and has communicated that mid-level managers at the Site could benefit from the degree.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Business Administration degree at the University of South Carolina Aiken to be implemented in Fall 2014.

#### **h. University of South Carolina Beaufort, B.S., Health Promotion**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Haist introduced three associates from the University. He informed the Committee that the program fits the Beaufort area particularly because it has a large population of retirees. He explained that the program will allow a graduate to provide more services than that of a nursing degree.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 9 of Attachment A.](#)]

Admiral Munns asked about particular job opportunities. Dr. Haist replied that many of the retiree communities stress physical health activities and graduates could be employed to sustain ongoing programming in this area.

Dr. Horne expressed her concern for the program and stated she does not plan to vote to approve it. She explained that she does not understand the essence of the academic degree program and is concerned about employment opportunities. She asked for more information about employment such as possible job descriptions, job titles, employer names, and pay rates. She asked whether graduates would be employed in hospitals, doctors' offices, school systems, or local, state or federal government.

Because of her concerns, Dr. Horne suggested that the University re-write the proposal to be considered at another time. Admiral Munns asked whether Dr. Horne wanted the re-written proposal submitted with the next approval cycle or whether the University could submit it in time for approval by CHE in February. Dr. Horne replied that if the University was able to submit it quickly, then the Committee could hold a special vote to consider it prior to the CHE meeting in February.

Ms. Hanna expressed her support for the program and commented on a similar program at Coastal Carolina University. Admiral Munns asked whether Coastal might have data concerning job placements for its graduates. Ms. Hanna asked about certification. Dr. Kearney-Nunnery replied that the certification is in Health Education but the University chose the name of Health Promotion because the program is broader than just health education. She explained that certification is not required for many job opportunities.

Admiral Munns stated that he would like the Committee to disapprove the program with a contingency that if the information requested arrives in a timely manner, the Committee would vote on this item prior to the February Commission meeting. Dr. Horne agreed. Ms. Hanna questioned whether email votes are acceptable. Dr. Horne responded that the Committee has voted through email in the past.



Dr. Haist asked for clarification of the requested information. Dr. Horne reiterated her request for information regarding the need for the program, how that need was established, specific jobs for graduates, job activities, and salary information. Dr. Haist responded that the field is new and dynamic and employment in the field is not clearly defined with specific salary rates and similar job descriptions. Dr. Horne replied that she understood that but more information should be included in the proposal about the different types of activities and jobs that graduates would be able to pursue.

Admiral Munns clarified that the motion will stand as initially brought forward. He added that if the Committee votes against approval, then the Committee will express its willingness to consider input of requested information for a possible special vote.

The Committee **voted to not recommend** to the Commission approval of the program leading to the Bachelor of Science degree in Health Promotion at the University of South Carolina Beaufort with a vote of two members voting no, one member voting yes, and one member abstaining. The Committee invited the University to provide the requested information in order for the program to be reconsidered. Dr. Horne stated that if the requested information is submitted in time, the Committee would hold a special vote prior to the February Commission meeting and that if the program is approved in the special meeting, it would be placed on the consent agenda for that meeting.

**i. University of South Carolina Upstate, B.A., Child Development and Family Studies**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Flynn informed the Committee that the program is designed to meet clearly identified needs to improve early childcare education by providing a four-year degree. He specifically cited the requirements of Headstart which is supported by the National Association of the Education of Young Children. He stated that this undergraduate degree will be the first public degree of its kind in the state offered in a School of Education.

Dr. Horne asked whether licensure is associated with the program. Dr. Flynn responded that licensure is not required. Ms. Hanna asked whether a childcare center is licensed. Dr. Tanyel responded that childcare centers can obtain state licensure through the Department of Social Services but the childcare workers are not required to be licensed. Ms. Hanna asked whether this program would train the individuals who run childcare centers. Dr. Tanyel explained that the program is geared towards teachers and will emphasize teaching strategies, developmental milestones, and learning principles of early ages.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 11 of Attachment A.](#)]

Dr. Horne asked about the justification for the program. She specifically asked about job locations, types of jobs, and salaries. Dr. Tanyel answered that graduates would be prepared to work at learning centers and childcare centers. Dr. Horne asked whether the University has compiled specific numbers of employers and then asked about the particular need. Dr. Tanyel explained the need of the program as one focused on Headstart's requirement that one teacher in each of its classrooms have a four-year degree. She continued by stating that most Headstart

programs in the Upstate are not meeting that requirement currently. Dr. Horne asked how that information was gleaned. Dr. Tanyel answered that the information was obtained through professional relationships with many centers in the Upstate. Dr. Horne asked the University to present that data specifically in the proposal.

Admiral Munns modified the motion to reflect approval contingent upon the submission of requested data. Ms. Hanna seconded the motion.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts degree in Child Development and Family Studies at the University of South Carolina Upstate to be implemented in Fall 2014, contingent upon the submission of requested data regarding the need for the program.

**j. University of South Carolina Upstate, B.A., Theatre**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Flynn informed the Committee that the University currently has a successful minor in Theatre and seeks to offer a Bachelor's degree. Dr. Cox spoke about the University's relationship with the Rose Theater in London. Admiral Munns noted that the proposal addresses the fact that the University had a bachelor's degree in the field in the past, which was terminated due to limited job opportunities for graduates.

Dr. Horne referred to the anecdotal employment opportunity data provided in the proposal and remarked that the six students' experience seem to be very unique. She requested solid and specific job data for graduates and more information about the local need. She also asked for information regarding potential internships and general salary levels for graduates.

Admiral Munns modified the motion to reflect approval contingent upon the submission of requested data. Ms. Hanna seconded the motion.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts degree in Theatre at the University of South Carolina Upstate to be implemented in Fall 2014, contingent upon the submission of requested information regarding the need for the program and anticipated job opportunities.

**k. Winthrop University, B.A., Social Studies Education**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Mr. Drueke explained that the program is a long-planned merger of two existing degrees. He then described the various concentrations which will be offered with the program.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 12 of Attachment A.](#)] He also asked the University for the reasoning behind hiring a new faculty member if the program is a simple consolidation of existing programs. Mr. Drueke responded that a current vacancy will be used for the new faculty member, who is needed to provide coordination among various colleges.



Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts degree at Winthrop University with concentrations in Economics, History, Political Science, Psychology, and Sociology & Anthropology to be implemented in Fall 2014, provided that the current concentrations in Teacher Education under the B.A. in History and the B.A. in Political Science be terminated.

**4. Discussion and Consideration of Draft Proposal for a South Carolina Council of P-20 Education Agency Heads**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Janosik described the agenda item as one action presented under the Commission's new strategic plan. She stated that the creation of a P-20 Council will strengthened the Commission's relationship with other educational agencies in order to provide more opportunities for collaboration and to analyze educational issues. She referred to the draft proposal which was submitted in the meeting's packet and explained that the proposal includes a Council mission and strategic goals. Dr. Janosik asked the Committee to review and discuss the proposal in anticipation of Dr. Sutton distributing the proposal to state agency heads for review. Dr. Sutton reiterated the intention of the proposal to allow the Commission to work more closely with all segments of education. Dr. Horne and Admiral Munns expressed their support for the proposal.

Without further discussion, the Committee decided to grant Dr. Sutton permission to distribute the draft proposal to other education agency heads for review and consideration.

**5. Consideration of Revised Mission Statement of the Medical University of South Carolina**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Shaw explained that the requested changes to the mission statement are editorial in nature and are intended to simplify the statement; update the size of the student body and faculty; make it more measurable; and to include a statement about education methodology. Dr. Horne asked about the phrase "and beyond" used in the statement. Dr. Shaw responded that "and beyond" encompasses the aspect that created knowledge affects science and life around the world.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the revised mission statement of the Medical University of South Carolina.

**6. Consideration of Amendments to Existing License to Add New Program: A.A.S., Physical Therapist Assistant, ECPI University, Charleston**

Dr. Horne introduced the item and the Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Mr. Weaver explained that the program is designed to facilitate the development of each student into a competent entry-level clinician and will prepare graduates to sit for the national physical therapy exam for therapist assistants once the program receives programmatic accreditation. He informed the Committee

that the University conducted a formal survey of employers in the community regarding the program and that the survey results were in favor of pursuing the program.

Admiral Munns asked for information regarding placement and graduation rates and student debt information for the program in other states as well as for other programs at South Carolina campuses. Mr. Weaver answered that the graduation and placement rates for the program in other states is included in the proposal on page 14. Admiral Munns clarified his request to ask for graduation and placement information for the current programs offered at SC campuses and for student debt information for the program in other states and for programs offered at SC campuses. Mr. Weaver agreed to provide the information. Admiral Munns then asked staff to include the three metrics of placement rate, graduation rate, and student debt information on the standard application template.

Dr. Horne expressed concern that a student is required to pay approximately \$45,000 for a five-semester program when a local technical college offers the program for a much lower cost. Mr. Weaver responded that ECPI has strong placement rates, hands-on learning, and offers the program in a fast-track manner which allows a student to be employed quicker.

Dr. Horne acknowledged the University's emphasis on faculty development training. Mr. Weaver thanked Dr. Horne for her acknowledgement and referred to the University's SACS accreditation as setting the University apart from similar schools.

Admiral Munns modified the motion to reflect approval contingent upon the submission of requested data. Ms. Hanna seconded the motion.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission an amendment to the license of ECPI University to offer a program leading to the A.A.S. degree in Physical Therapist Assistant to be implemented in July 2014, contingent upon the submission of requested data and provided that the institution inform Commission of its progress for programmatic accreditation for the program. If accreditation efforts are not successful within the projected timeline, the institution may submit a revised timeline that shows significant progress in attaining accreditation. If the programmatic accrediting agency denies accreditation or if it becomes apparent that the program will not meet accreditation standards, the institution must inform students of the status, provide a plan to allow currently enrolled students to complete their programs, and discontinue advertising and enrolling new students into the program.

#### **7. *Presentation of the Report on Program Modifications, September-December 2013***

Dr. Horne presented the report for information only.

#### **8. *Other Business***

Admiral Munns asked about the focus of the Committee as it relates to the strategic plan. He specifically asked whether the Committee will shift its emphasis from program approval to program review and auditing. He added that if this shift occurs, then he would like to spend less time on initial approval and more time on auditing. Dr. Horne answered that the shift in focus is

likely to occur and the logistics of that shift will need to be worked out in the future. Admiral Munns stated that the shift and extra analysis will need to occur without undue additional workload to staff. Dr. Janosik and staff agreed to begin work on studying the aspects of this change which will include revisions to the Commission's legislative statute.

Dr. Horne thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 4:14 p.m.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Clemson University, M.S./Ph.D., Applied Health Research and Evaluation**

QUESTION: Why 21 months since Trustees approval? Have any conditions for approval changed?

INSTITUTIONAL RESPONSE: Our first submission of a program summary to ACAP in July 2012 raised several questions that helped us improve the proposal during the fall 2012 semester. To address some ACAP concerns we created an External Advisory Group composed of leading researchers and evaluators from academic, healthcare, and government sectors. That group met in January 2013 and we again revised the proposal to address their recommendations. The PhD task force met weekly throughout this time period to refine courses, address recommendations raised by our Advisory Group, meet with faculty outside our department, and keep our faculty abreast of the evolution of the program. We also used the spring and summer of 2013 to obtain curriculum committee approval (at all levels) for the curriculum and for all classes. We anticipated taking the proposal to the next step sooner, but CHE revised its process requiring that the entire proposal be reviewed by ACAP before it could be sent to CAAL. The time delay necessary for a second ACAP review added several months to the process.

In the interim, the department has been allocated two additional faculty positions, which adds additional resources for development of the graduate program.

QUESTION: Pg. 3. The program purpose says little about improving the cost and efficiency of our health care system. Please discuss the how this program would or would not contribute to system efficiency.

INSTITUTIONAL RESPONSE: Our Ph.D. program is designed to prepare future researchers to evaluate programs that aim to improve population health and health care programs. That would contribute to improving the efficiency and cost-effectiveness of the health care system. The curriculum also includes specific core courses (Health Care Delivery Systems - HLTH 811 and quantitative analyses HLTH 831 and HLTH 832) and elective courses have been proposed by the faculty (Cost-Effectiveness Analysis, Health and Health Care Modeling) that focus on various technical aspects of health care cost and economic efficiency of health care delivery systems.

QUESTION: Pg. 4. The 6th program goal says "... to empower change in population and health care practice". What is meant by decision making to empower change in population?

INSTITUTIONAL RESPONSE: The word "health" was omitted inadvertently from program goal 6 in the editing process. This goal should read " #6 Provide structured data-informed decision making to empower change in population health and healthcare practice." Emerging healthcare delivery systems are organized around financial incentives that are sometimes labeled "Accountable Care Organizations" or "Pay for Performance" and that focus on improving population health by holding providers accountable for aggregate health outcomes. Inputs to achieve improved health outcomes of defined populations include delivery of high quality healthcare services to those who are ill, but also may include prevention and built-environmental changes (e.g. workplace anti-smoking programs, modification of foods available to at-risk communities, development of low cost exercise venues, etc.) Therefore, twenty-first century healthcare systems need to focus not just on cost-effective and high-quality delivery of individual-level sick care, but also on the relative benefit of expenditures on sick care, preventive care and/or environmental change. Thorough analysis and careful interpretation of data on the

costs and effects of competing approaches is needed to make efficient and effective policy and spending decisions at both the individual and population health level.

QUESTION: Pg. 6. The last sentence of the second paragraph refers to "numerous jobs were posted". Please quantify.

INSTITUTIONAL RESPONSE: At the time of the proposal development the following positions were being advertised during a one month period and are referred to as part of the "numerous jobs were posted."

<b>Universities</b>	<b>Government</b>	<b>Private Sector</b>
Scientific Evaluation Director, Simon Fraser University, BC	Public Health Analyst (Policy), (2 positions), CDC, Applied Research and Evaluation Branch	Research Associate, Group Health Research Institute (Seattle, WA)
Health Care Data and Analysis Core Director, Dartmouth College	Interdisciplinary Statistician/Epidemiologist, CDC, Surveillance and Field Investigation	Research Analyst, MANILA Consulting Group (McLean, VA)
Health Policy, Management and Behavior (2 tenure-track), University of NY	National Center for Health Statistics Postdoctoral Research Program (2-year appointment)	Prevention Advisory Services, CTS Global, Inc. (Santo Domingo, Dominica Republic)
Community and Behavioral Health – Obesity (tenure track), University of Iowa	Applied Epidemiology Fellowship, CDC-ASPH	Research Scientist, New England Research Institute (Watertown, MA)
Research Officer Causal Eligibility, University of Western Sydney (Aus)	Evaluation Lead, Mississippi State Department of Health	Public Policy Project Manager, WellCare Health Plans, Inc. (Tampa, FL)
Public Health and Health Systems (2 tenure-track), University of Waterloo (Can)		
Health Services Management and Policy (tenure- track), Ohio State University		
Health Services Researcher, George Washington University		
Youth Alcohol, Tobacco and Drug Use (tenure-track), University of Michigan		
Research/Data Analyst (tenure-track) University of Hawaii Economic Research Organization		
Director of the Gund Institute for Ecological Economics, University of Vermont		
Research Associate, (tenure-track) University of New England		

QUESTION: Pg. 9. Enrollment is based on "the department's estimate of the faculty capacity..." Please also comment on the effect of student demand on enrollment, will there be enough demand to produce an efficient program?

INSTITUTIONAL RESPONSE: As noted elsewhere in the proposal, the Department conducted a survey of current Clemson University graduate students and former Public Health students to identify potential student interest. One hundred and forty-six students responded to the survey and 48 were either working or studying in a health-related area. Forty-two percent of the students working or studying in health (20 individuals) reported that they would have been "very" or "extremely" interested in the proposed program if it had been available after the completion of their undergraduate degree. The approval by the Clemson Trustees was announced in a brief newspaper clipping. That announcement elicited a number of inquiries from students inside and outside Clemson. Although we explained that we were still some time away from implementation, several of those individuals have maintained interest and continue to contact the program to see if we have received approval. They include individuals currently enrolled in graduate programs elsewhere and some who are enrolled in Master's degree programs at Clemson. In addition, a number of M.D. faculty members in the GHS system have expressed interest in pursuing classes on a part-time basis. Finally, we note that enrollment in the majority of classes in the Ph.D. may be substantially augmented by graduate students in other programs taking the classes as electives.

QUESTION: Pg. 11. The program is dependent on 11 new courses. Please justify that the capacity exists to produce these courses for student enrollment by this fall?

INSTITUTIONAL RESPONSE: There are 8 new 3 credit classes (four new courses added in 2014-2015 and four new courses added in 2015-2016). The other three courses listed as new include one course that will be a revision of an existing 700 level class that we have been teaching for several years in the graduate certificate program (MHA732, which becomes HLTH 821). One of the new classes is a one-credit doctoral seminar that primarily promotes project learning and will be a shared faculty responsibility repeated each semester. The third course is HLTH 899 which allows us to provide credit hours for the dissertation. In allocating FTE for year one, effort was allocated to include preparation time for development of the new classes to be taught in each of the first two years of the program. However, faculty members will continue to teach in the undergraduate students and conduct research.

QUESTION: Pg. 18. The program plans to use 3 full faculty FTE in the first year for only 3 students, and 4 FTE the second for only 6 students. Is this one to one ratio an efficient use of state resources?

INSTITUTIONAL RESPONSE: Actual instructional FTE for the required classes in year one is about 1.5 FTE and this instruction will reach students in other graduate programs who may take classes as electives (MBA-Health Administration focus). We will continue to enroll students in a related certificate program (Clinical and Health Services Research) and two of the classes in the certificate program will be used in this degree program. In addition, Graduate Students will be engaged also in the funded research programs of the faculty members. This is captured in the faculty FTE through dissertation hours and doctoral seminar credits. This program expands the faculty member capacity to conduct research and to engage graduate and undergraduate students in the research programs. This is a reasonable use of resources and is consistent with other units that house small graduate programs along with large undergraduate programs (in our case, approximately 440 undergraduate majors).



QUESTION: Page 19. Please clarify the estimated costs, for instance faculty salaries of \$125,000 for 3 FTE in the first year. Wouldn't a faculty FTE in a PHD program have a higher salary than \$42,000?

INSTITUTIONAL RESPONSE: In this calculation of \$125,000 we only considered the instructional cost of the number of courses to be taught in year one, doubling that in year two. (Table D). In the first year, only half of the classes will be offered, with 1.5 FTE of teaching effort in year 1. From that point on 3 FTE's of resources will be used (approximate average faculty salary of  $257,500/3 = \$85,800$ ). We estimate that each departmental faculty member (excluding Instructors) (12 FTE) will contribute an average 25% time to the total graduate program in Table C (amounting to a sum of 3 FTE's) once the program is offering all the classes (all 11 classes in year two) and when dissertation committees are formed, but relatively modestly as graduate student research is integrated with faculty research.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Coastal Carolina University, Ed.S., Educational Leadership**

QUESTION: Pg. 16. The program assessment does not seem to account for the business customer. To what degree will you assess the program to account for placement and job performance metrics?

INSTITUTIONAL RESPONSE: The current M.Ed. Education Leadership Program does conduct an exit interview of all graduating students, and this procedure will be continued through the new Ed. Specialist Degree. This exit interview allows the Program Director to gather data about the graduates' current job and/or any changes or promotions due to their recent degree completion. Most students will come from our local five-county service area, and the program already has a close working relationship with these counties and will know where students wind up after completion. The program is also beginning to collect data through an Employer Survey sent to these various school systems and through an Exit Survey sent to students after graduation. The job placement and/or advancement information will vary in that many of our graduates may assume a variety of different leadership positions while still in their teaching position. For example, an individual may become a curriculum director or curriculum coach with administrative responsibilities. Most of our M.Ed. graduates who do elect to become full-time administrators usually have to first serve as assistant principals before moving into a principal position and beyond. Because our M.Ed. program is relatively new, we can only begin to collect data and follow graduates from our 2012 and 2013 cohorts. However, this same process will be done with the Ed. Specialist Degree.

QUESTION: Pg. 23. Please explain your financing assumption, i.e., 45 credit hours in the first year would be about 4 students at an annual tuition of \$10,000 yielding only \$40,000 not \$106,000?

INSTITUTIONAL RESPONSE: The projected enrollment and credit hours produced for 2014-2015 are based on a full academic year (fall, spring, and summer). During those three semesters, Coastal is projecting that students in the proposed program will enroll in a total of 198 credit hours. Please note that students are also projected to take more credits during the summer terms than during the fall or spring terms because most of these students are already working in various school systems. The revenue projections are based on a full academic year. The 45 hours referred to in the e-mail dated January 2 is for the fall 2014 semester only.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Medical University of South Carolina, DNAP, Post-baccalaureate**

QUESTION: Pg. 5. Does MUSC agree with the new requirements of the COA stipulating that 2022 graduates must be at the doctoral degree?

INSTITUTIONAL RESPONSE: The MUSC Board of Trustees has supported both the degree and the content of the curriculum by approving the submission of the DNAP to CHE. The Board of Trustees has previously approved other non-medicine doctorates: Pharmacy, Physical Therapy, Nursing, and Health Administration.

COMMENT: Pg. 6. Well done on 100% placement for 5 years.

INSTITUTIONAL RESPONSE: Thank you. We have highly sought after graduates.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Medical University of South Carolina, DNAP, Post-Master's**

QUESTION: Pg. 7. The last paragraph describes a number of barriers and boundaries between the various MUSC departments. Are these logical restrictions which enhance the quality of the degrees, or are they needless bureaucratic barriers which limit access and drive up cost?

INSTITUTIONAL RESPONSE: The barriers exist due to the historical nature in South Carolina of providing nurse anesthesia within a college of health professions or a college of medicine. This results in graduates who do not have degrees in nursing which prevents them from either applying to a clinical doctorate program in a college of nursing or would require them to take additional and costly prerequisite courses to be application eligible.

The MUSC College of Nursing does not have nurse anesthesia credentialed faculty which prevents them from accepting CRNAs into their clinical doctorate program. (This information was obtained from the DNP staff at the College of Nursing when I sought clarification on the barring of CRNAs from the DNP program).

QUESTION: Pg. 11. Please explain how asynchronous distance education can produce good learning outcomes for the crisis management course with its use of the high fidelity simulator, and for the seminar courses which rely on complex conversation.

INSTITUTIONAL RESPONSE: First, in regards to the crisis simulation course, the content will be delivered in a hybrid model that requires students to complete the initial course work in a distance format then perform simulated experiences when on campus. Students will be required to attend on-campus classes 2 or 3 weekends per semester. The distance content will include current research on the role of simulation in providing safe, quality patient care and the synthesis of simulation with education. The on-campus content will consist of the hands-on management of rare, but life-threatening anesthesia events in a safe simulated environment.

Second, the seminar courses will be offered in a similar manner, but the primary content will be delivered via distance technology with an online format that supports discussion by using conversation "threads." The seminar course will also be used to develop the students' final capstone project.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
University of South Carolina Aiken, MBA**

QUESTION: Pg. 9 discusses both some other programs as well as potential students from across the SC-GA border. Please remind me of the reciprocity tuition agreements between SC and GA which might apply to the MBA programs and interested students.

INSTITUTIONAL RESPONSE: There is a reciprocity agreement to allow students who live in Richmond and Columbia counties in Georgia to enroll as students at USC Aiken and pay USC Aiken's in-state tuition.

QUESTION: Pg. 11-12. Please describe the level of effort required to develop the 15 new courses? Does this expertise exist on campus today, or is course development dependent on the new hires? Is this effort reflected in the estimated cost summary on page 19?

INSTITUTIONAL RESPONSE: The School of Business Administration at USC Aiken has sufficient faculty expertise on its current staff to develop the 15 new courses required for the proposed MBA program. No additional resources are required to develop the new courses. The additional faculty resources needed to offer the new graduate courses (while still offering the undergraduate courses for the existing business programs) will be managed through reassignments of existing faculty and one additional faculty hire. The School of Business programs are AACSB accredited, and USC Aiken uses the AACSB guidelines to make decisions regarding teaching loads and student to faculty ratios. The salary for the new faculty line will be created through redistribution of existing funds. Details of the budget are specified in the estimated cost summary on page 19.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
University of South Carolina Beaufort, B.S., Health Promotion**

**QUESTION:** Pg. 5 and throughout. Please describe the type jobs for which a graduate of this course would be suited, and for which they would seek. Would our current and future (ACA) health system allow these graduates to work in those jobs... i.e., - would the MD, PA, and Nursing fields allow a student with a BS in health promotion to work in these jobs?

**INSTITUTIONAL RESPONSE:** As stated in section 5 of our proposal, the employment of those holding a bachelor's degree in health education (frequently used interchangeably with health promotion) is expected to grow by 37 percent from 2010 to 2020. Such growth will be driven primarily by efforts to reduce healthcare costs by promoting a wellness lifestyle, thereby decreasing morbidity rates and the need for curative care. Concomitantly, the need for preventive care measures will increase, particularly those that can be applied on a population rather than individual level. Our proposed curriculum is designed to result in a graduate with a skill set to meet the demand for such preventive measures – a demand that is anticipated to increase as the Affordable Care Act is implemented and, as stated by the Secretary of Health and Human Services, "...elevates prevention as a national priority, providing unprecedented opportunities for promoting health through all policies."

As the core competencies for health promotion practitioners are generic to the practice of health education, health promotion graduates can effectively apply their skills in such settings as primary and secondary schools, colleges, workplaces, community centers, medical care settings, public health settings, retirement communities, county recreational departments, military bases, summer camps, all-inclusive hotels and resorts, cruise ships, fitness centers, nursing homes, assisted-living centers, life and health insurance companies, governmental organizations operating in third-world countries (e.g., United Nations, World Health Organization, CDC), and social marketing firms who view the wellness lifestyle as a commodity. As for marketing the wellness lifestyle, the Island Packet, one of two Beaufort County newspapers, published an article just last month entitled, "Group works to market Beaufort as wellness destination." The article described the City's efforts to lure health-conscious tourists to the area who would be given access to a hospital-based fitness center and health screening (LifeFit Wellness at Beaufort Memorial Hospital), participate in guided bicycle and kayak tours, and have their meals prepared by a nutritionist. A recent conversation with LifeFit Director, Dr. Mark Senn, emphasized his organization's reliance on employees formally trained in health promotion and interest in employing future health promotion graduates.

In another recent conversation, Cherie Bronsky, Health and Wellness Program Manager at Del Webb's Sun City Hilton Head location, described the retirement community's more than 50 employees dedicated to the health and wellness of its 14,000 residents. Furthermore, Ms. Bronsky expressed an interest in having senior-level students from USCB design, implement, and evaluate various health promotion programs at Sun City Hilton Head, which happens to be located contiguously with USCB's Bluffton Campus. She also indicated that such a relationship would naturally evolve into employment opportunities.

Yet another conversation in response to the above question was held with Dr. Melissa Sheppard, the Academic Improvement Officer at the Beaufort County School District. She indicated that numerous health promotion activities were being instituted throughout the District in an effort to better comply with the South Carolina Comprehensive Health Education Act. Further, she noted the County is fortunate to have a nurse in every school, but that health promotion typically takes a backseat to the provision of direct health services due to high student-to-nurse



ratios. Therefore, she foresees the need to hire individuals formally trained in health promotion, particularly as schools are increasingly being relied upon to serve as conduits to social services that directly affect the health and well-being of children.

Lastly, the region served by USCB is home to Marine Corps Air Station Beaufort, Marine Corps Recruit Depot Parris Island, and Naval Hospital Beaufort. Kathy Williams, a civilian, serves as the Health Promotion Coordinator for these installations and manages a large team of health promotion personnel that serves marines, sailors and their families. Among her responsibilities are educational programs on the subjects of tobacco cessation, sexual health, nutrition, stress, physical fitness, injury prevention and cardiovascular disease risk factors. Ms. Williams is also responsible for the publication of a monthly prevention newsletter entitled, *Semper Fit*. She, like those previously mentioned, foresees numerous opportunities for student engagement and employability.

The above examples are just a few of the many possible opportunities that exist locally for graduates of the proposed Health Promotion major at USCB. We do not envision other health care professionals, physicians or otherwise, opposing the entrance of Health Promotion graduates into the workforce. Rather, we believe our graduates will be recognized for their unique skills, valued as a member of the healthcare team, and an educational product whose time has come given efforts to move prevention toward the mainstream of health.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
University of South Carolina Upstate, B.A., Child Development and Family Studies**

QUESTION: Please explain the business model. Pg. 8 shows 20 initial students, with about 4 new students each successive semester. Shouldn't the total enrollment for 2018-2019 be 30 (50 minus the 20 from 2014 which should have graduated)? Therefore on pg. 17, the tuition available from new students in the 5th year should be only about half of that listed (i.e., accounting for those that graduated).

INSTITUTIONAL RESPONSE: On Page 8 of Child Development and Family Studies program proposal, our estimated enrollment is 20 students. As you have mentioned, we are expecting 15-20 % increase in enrollment in first five years and possibly stay constant afterward. Considering the nature of the students that may be attracted to this program, the enrollment was calculated on 30% full time and 70% part time enrollment. Therefore, the first semester enrollment will encompass 6 full time students and 14 part time students. The credit hours were calculated based on 15 credit hours for full time students and 6 credit hours for part time students. Assuming the initial 6 students begin as freshmen the graduation of these students need to be anticipated in 2017-2018 academic year. As a result, the estimated 2018-2019 enrollment needs to be dropped from 50 to 44. Consequently, it will influence the total in tuition for the 5th year decreasing from \$ 351,268 to \$ 289,818 and five year total estimated tuition funding changing to \$1,082,671 on page 17.

Tuition was calculated based on 2012-2013 academic calendars when the proposal was prepared: \$4721 full time enrollment per semester and \$403 per credit hours for part time students. There has been slight tuition increase since then.

QUESTION: Likewise page 13, the FTE of 10 devoted to an estimated student population of 30 seems like an excessive and not cost efficient ratio 3 to 1. Please justify the cost of the program.

INSTITUTIONAL RESPONSE: On page 13 we have one full time faculty and one staff request for this program making the total of 5 faculty for Early Childhood Education and Child Development and Family Studies combined. Administration and additional staff are for the entire School of Education in support of Child Development and Family Studies program.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Winthrop University, B.A., Social Studies Education**

QUESTION: The program is described as a consolidation without significant growth. So, why the need for an additional staff and additional faculty (program director)? Are not director functions being performed today? What benefit is achieved by the additional two resources, and is it justified in light of the increased cost?

INSTITUTIONAL RESPONSE: Winthrop is only requesting one new position for this program. It appears as two (one each in administration and faculty) in the headcount column on the table, but only .25 and .75 (respectively, for one total) in the FTE column. Currently, the program is directed by a faculty member from the RWR College of Education. The program will be administered by a new faculty member who will be hired into an existing faculty line (currently unfilled). This faculty line will shift to the Department of Interdisciplinary Studies. The faculty member will have training in one of the concentration disciplines, secondary social studies certification, and other qualifications that merit supervision and training of future teachers. No additional staff members will be hired. Routine administrative support will be provided by the Department of Interdisciplinary Studies. One-quarter of the faculty member's responsibilities will be program administration. We expect to continue to use current faculty (full-time and part-time) along with a current full-time staff member with a PhD in History and high school social studies teaching experience for supervision as some of these individuals currently supervise as an overload.

QUESTION: Pg. 15. How will the program assess output (placement of students, value of curriculum to the employer etc.)?

INSTITUTIONAL RESPONSE: The Richard W Riley College of Education tracks the placement of its graduates and regularly works with school administrators to evaluate the preparation of its graduates for work in South Carolina schools through the review of ADEPT data and employer surveys. Administrators and teachers from partner schools are fully involved in the development of and evaluation of the current Teacher Education Core Curriculum, which is in its third year of implementation. Finally, content area assemblies consisting of level and content specific school teachers are under development that will further serve as an advisory group for content areas including secondary social studies education.